



# State of the Nebraska Indian Community College

PO Box 428

Macy, NE 68039

844-440-6422 (NICC)

[www.thenicc.edu](http://www.thenicc.edu)



2017 - 2018





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## Nebraska Indian Community College

Office of the President

Macy Campus

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The Nebraska Indian Community College please to share this 2017-2018 State of the College.

We are proud to be a Tribal College. We are proud to serve the Santee Sioux Nation and the Omaha Tribe of Nebraska. And most importantly, we are most proud to serve our students.

The college has been in a growth spurt over the past years and I would like to express my gratitude for your support. Over the past years we have been able to grow our facilities and our programs to better serve our learners.

Thanks to the remarkable dedication of our partners, the college will continue to offer high quality coursework, certificate and degree programs in safe and healthy working and learning environments. The college is proud of our graduates and our Umo<sup>n</sup> ho<sup>n</sup> and Dakota communities.

By taking good care of the programs and funds given to us, we can ensure that as much of it as possible goes towards our mission, and ultimately toward fulfilling our shared vision of a world in which everyone has the chance to lead a healthy, productive and culturally rich life.

I extend my deepest thanks to all of those who have helped grow NICC into the fantastic institution of higher learning that we have today.

Respectfully,

Michael Oltrogge, Ph.D.  
President  
Nebraska Indian Community College

**Macy • Santee • South Sioux City**

"An Equal Opportunity Provider and Employer"

## History Of The College

The Nebraska Indian Community College was founded in 1973 as the American Indian Satellite Community College under a grant from the Fund for the Improvement of Post-secondary Education. The grant was administered through the Northeast Technical Community College in Norfolk Nebraska, to provide post-secondary education on the

Omaha, Santee Dakota, and the Winnebago reservations.



The American Indian Satellite Community College established classrooms and administrative offices in communities on each reservation, with the central office located in Winnebago.

In 1979, the schools of the American Indian Higher Education Consortium, of which the Nebraska Indian Community College is a member, succeeded in persuading Congress to pass and fund Public Law 95-471, the Tribally Controlled Community College Act. Nebraska Indian Community College and other tribally controlled community colleges thus became eligible for direct funding from the federal government. With this newly available financial resource, the institution, established itself as a fully independent two year college. NICC was granted a charter by the governments of each of the Nebraska Indian tribes.

In serving its clientele, Nebraska Indian Community College has had a substantial impact by making a variety of cultural, educational, and social resources available in isolated and economically underdeveloped areas. The college libraries at each campus are developing collections of resources important to the history and culture of each tribe, and the nation.

In June of 1981, the North Central Association of Colleges and Schools (NCA) approved the college for accreditation at the associate degree granting level. The institution was granted a charter by each of the three Nebraska Indian Tribes. A Board of Trustees comprised of three members from each tribe was appointed by the individual Tribal Councils to govern the college. To reflect its independent status, the Board renamed the institution the Nebraska Indian Community College. In 1994, NICC was designated by federal legislation as a land grant institution.

Today, NICC serves the Omaha Tribe of Nebraska, at the Macy Campus, and the Santee Dakota Nation, at the Santee Campus, and maintains a campus site in downtown South Sioux City, Nebraska.

## MISSION

The Nebraska Indian Community College provides quality higher education and lifelong educational opportunities for Umonhon (Omaha), Isanti (Santee Dakota) and all learners.

### CORE BELIEFS AND VALUES

The College is committed to the following Core Beliefs:

- We believe in empowering our students with tools for Tribal Nation building, so that our communities can achieve a higher level of sovereignty and self-determination.
- We believe in the cultural preservation, continuity, and revitalization consistent with the Umonhon (Omaha) and Isanti (Santee Dakota) peoples' needs, including languages and Tribal knowledge.
- We believe that learning is a life-long process, and the learner-centered atmosphere is of the utmost importance.
- We believe in a safe and healthy working and learning environment that promotes free expression and the exchange of ideas, so learners will be challenged to think holistically, and be able to live responsibly and productively in a Tribal and global society.

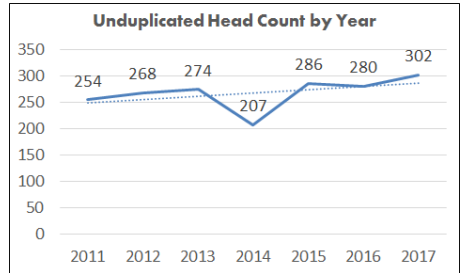
In addition, the College is committed to the following Core Values:

Umo <sup>h</sup> o <sup>n</sup> Core Value	Literal English Translation	NICC English Core Value	Literal English Translation	Dakota Core Value
o <sup>n</sup> wo <sup>n</sup> ghe see thay no <sup>n</sup>  o <sup>n</sup> wó <sup>n</sup> gisithe nó <sup>n</sup>	we think about them / keep them in our mind	<i>student-centered</i>	they (the students) stand at the center of the camp circle	wó'u <sup>n</sup> spe khuwápi čhokáta énažij
wee <sup>n</sup> kay xte  wí <sup>n</sup> k <sup>h</sup> e xti	telling the real truth	<i>honesty</i>	truth, sincerity	wówičakhe
ou kgee kga <sup>n</sup>  ukíko <sup>n</sup>	helping each other	<i>loyalty</i>	stay with one other	wónakičijij
geo <sup>n</sup> thah bah zhe  kió <sup>n</sup> tha bazhi	staying by each other / not abandoning one another			
ou shkou da <sup>n</sup>  úshko <sup>n</sup> údo <sup>n</sup>	good ways	<i>generosity</i>	to place something or somebody within your heart	wačhá <sup>n</sup> tohnake

ou thou dom bay uthúdo <sup>n</sup> be	consideration / restraint / thoughtfulness	<i>humility</i>	to humble oneself	wo'únšic'íye
o <sup>n</sup> thay ee yay ó <sup>n</sup> the íye	speaking softly			
thah 'ay kee thah tha'é kitha	being kind to each other			
wah no <sup>n</sup> day hee day wanó <sup>n</sup> dehide	showing concern for others	<i>compassion</i>	to be compassionate	wó'uḡšida
thah 'ay wah thay tha'é wathe	kindness / pity			
ay kee ga <sup>n</sup> ék <sup>h</sup> igo <sup>n</sup>	alike	<i>equality</i>	alike, working together for same goal	iyúha ówanžina na'úḡžipi
ee hou thay íhuthe	getting permission in the right way	<i>respect</i>	respectful or polite	wóyu'onihanḡ
ghe g'thee yay zhou bah kigthiezhuba	self-respect		self-respect	íhdu'onihanḡ
o <sup>n</sup> xte ó <sup>n</sup> xti	honored / important	<i>honor</i>	to honor somebody by words of praise	wayu'onihan
ou thou nah zhe uthúno <sup>n</sup> zhi <sup>n</sup>	to depend on somebody	<i>trust</i>	trusting someone	wačhínḡyanḡpi
ay thay éthe	kin	<i>kinship</i>	family group	wótakuye
wah zhee <sup>n</sup> skah wazhi <sup>n</sup> ska	wise / mindful	<i>wisdom</i>	wisdom	wóksape
Wah kgo <sup>n</sup> dah wah thah ha <sup>n</sup> no <sup>n</sup> Wakó <sup>n</sup> da wathaho <sup>n</sup> nó <sup>n</sup>	prayerful	<i>spirituality</i>	Dakota spirituality	Dakhód wóchekiye

## NICC Students In Action

Nebraska Indian Community College serves learners in Knox, Dakota, Thurston, and Burt Counties in Nebraska; Woodbury in Iowa, and Bon Homme in South Dakota. NICC is growing as evidenced by the unduplicated headcount graph. This is in part related to the growth of our dual enrolled high school students and the addition of our Certified Nurse Aid program. All of the Nebraska Indian Community College students commute to campuses as there is no on-campus housing.



*Instructor Qudsia Hussaini helping at the South Sioux City Campus science lab. Gabriela Medina, Qudsia Hussaini, and Clorice Denny (left to right).*

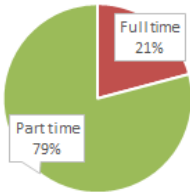
The low enrollment in 2014 was mostly related to the reopening of the Blackbird Bend Casino that had closed after the Missouri River flood of 2011. NICC usually feels the strain of an increased hiring market.



*Students experiencing the history of the Umo<sup>o</sup>ho<sup>o</sup> Tribe on a field trip to Blood Run (near Sioux Falls, SD)*

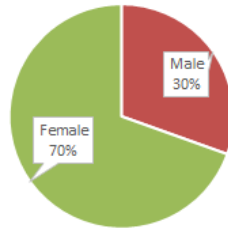
The majority of NICC students are part-time female students who are seeking added education to improve their earning ability. Many of our students attend school part-time while they work and care for their families. NICC is strategically located in rural and urban areas to serve these special students and help them continue their education and gain credentials that will serve them for a long time to come. Due to the nature of working, parenting, and learning, our students need flexible course scheduling and additional supports from the NICC student services and faculty.

**Full time/ Part time 2017 Academic Year Unduplicated**



■ Full time ■ Part time

**Gender 2017 Academic Year Unduplicated**

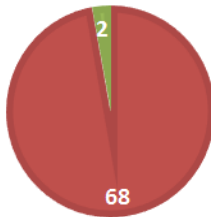


■ Male ■ Female

*Data from NICC SYS - 2017 Academic Year all students (302)*

**MARITAL STATUS**

■ Single ■ Married



*Data from NICC SYS -Fall 2017 credential seeking students (133 - 70 reported with children)*

While just over 50% of the NICC students have reported dependent children in their homes, most of these students' are single head of household and are financially responsible for their dependents as well as attending school.



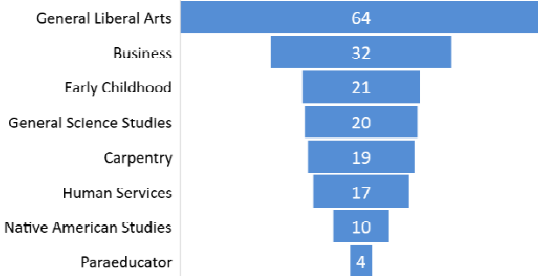
*NICC buffalo mascot with employees' children working the parade crowd*



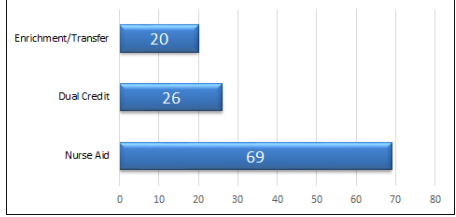


*Business students working on a group project:  
Deanna Parker, Stefanie Parker, Ona Parker, and Raymond Seridan (left to right)*

**2017/18 All students by Degree Program**



**Credential and enrichment programs  
by number of students**



*Students, staff, faculty, and community members participate in traditional  
Umo'ho'n celebration of Hand Game*

## Number Of Graduates By College Program

Program of study	Graduates 2016	Graduates 2017	Graduates 2018
<b>Associate of Applied Science</b>			
Carpentry	0	0	1
<b>Associate of Arts</b>			
Business	4	2	2
Early Childhood Education	1	1	3
General Liberal Arts	3	1	5
Human Services	2	1	0
Native American Studies	3	0	0
Paraeducator	NA	NA	0
<b>Associate of Science</b>			
General Science Studies	3	0	3
<b>TOTAL GRADUATES</b>	<b>16</b>	<b>5</b>	<b>14</b>



*2017 Graduates at the ceremony held at the West High School auditorium in Sioux City, IA*



*2018 Graduates at the ceremony held at the Santee School gym in Santee, NE*

## New Program At NICC

2018 brought a Certification from the State of Nebraska to offer Nurse Aid course work at NICC. This program had previously been hosted by Methodist College of Omaha, Nebraska. NICC Administration was grateful for their support in making the collaboration and helping NICC gain the state certification. As you can see on the prior pages of this report, NICC is hosting course work and awarding approximately 50 Nurse Aids annually. The course work is typically completed in ten weeks and the students are able to start working in a high demand career field. NICC is currently collecting the data to determine where and how many of the completers are currently working.



*Certified Nurse Aid classes are hands on! Adrianna Duarte and Jeanene Henry learn how to use a lift during class time*



*NICC's students attend the Academy of Science Conference at Lincoln, Nebraska in April 2017. Cornelia Farley Widow, Shelley Kosola, Liz Brandt, Aleisa LaBelle, Steve Blackbird, Alexis Redowl, and Lorraine (Maddy) Smith (left to right).*



*Yasmeeen Sandoval presenting her findings in Pierre, SD from work that she did during her internship at USD during June 2018*

## What Are NICC Students' Doing Now?

Shelley Kosola graduated Spring 2018 from Nebraska Indian Community College with her Associate of Science in General Science Studies. During her time as a student at NICC, Shelley participated with NASA research and also completed an internship with the University of South Dakota. She quickly filled a gap at NICC by providing high quality tutoring for math and science, while also assisting with research that began while she was a student.



*Shelley Kosola*

In collaboration with faculty member Hank Miller, Shelley is working on prairie restoration and garden research. Shelley is working to increase the diversity of plants raised on the Isanti Sioux Nation reservation in order to combat the invasiveness related to monocultural farming processes as introduced by current farming practices.

Shelley's future aspirations are to earn her Bachelor's degree in sustainable agriculture. She is contemplating which school she wants to transfer to, but is enjoying her work at NICC in the interim. After she completes her Bachelor's degree, she plans to help farmers and land managers apply best practices to soil regeneration.



*Stefanie Parker*

My name is Stefanie Parker, and I graduated from NICC in 2018 spring with my Associate of Arts degree in Business Administration. Going to college at NICC, which is located in the town I live, made it possible for me to accomplish this goal!

I had a tough start in college, but once I realized that my commitment to school was the road to my ability to improve my life and serve my community, it was easier to make the commitment to my education.

Many struggles with life have happened during the journey. Loss of family members, financial struggles, uncertainty of employment, and caring for my children and elders. None of these stopped me. They bumped me off the road occasionally,

but I was successful against the odds.

Currently I am serving my community and Tribe as a Certification Specialist at the Omaha Nation Food Distribution program. It is a joy to see people who need help be served. Working face to face with my community members fulfills my need to serve my community. I enjoy learning and have attended several nutrition education courses and now plan to get my Nutrition certification.

Many community members, including myself suffer from diabetes. Learning new eating habits and foods that are better for a diabetic is important to me. It allows me to educate the community members. Continuing to learn and serve my community will forever be my life-long goal!

## NICC In Collaboration With Ascendum

Great Lakes Higher Education Guaranty Corporation (now called Ascendum and Nebraska Indian Community College) teamed up in 2017 with 25 other Tribal Colleges to bring grant-funded initiatives to Tribal students. The grant is funded by the U.S. Department of Education through Ascendum. Several service agencies joined in this effort and designed a package to promote student persistence and completion. The following agencies and funds are being promoted to NICC students:

- Emergency Aid with supporting agency Scholarship America
- Paid Internships
- Achieving the Dream (ATD)
- Carnegie Math Pathways

The grant also paid for surveys to be completed by CCSSE - Community College Survey of Student Engagement. The surveys helped NICC collect data on students needs. ATD coaches, Faculty, and Student services members assessed the data and incorporated it into a 3 year action plan that falls in line with the strategic plan. To view this action plan, you can visit the NICC website (under visitors - accreditation and self-study - evidence).

100% of the students served with the emergency aid and paid internship programs were retained from Fall 2017 to Spring 2018 term. This helped students pay for housing and transportation and provided supplemental income through internships. The paid internship also gives students a resume building tool as well as course credit.

Carnegie was instrumental in some transitional course curriculum changes by offering ideas and tools to assist NICC in streamlining the transitional course work required of students who pre-tested below college standards. The curriculum has changed the overall look of math and helps students find real life situations to use the math skills they are learning. There is more information on the Multiple Measures page about this initiative.



## Meet The Faculty Of NICC

Nebraska Indian Community College has a wide variety of full-time and adjunct faculty. These faculty are dedicated to NICC students and wear many

### Faculty by Status and Highest Degree Level 2017 - 2018

Degree Level	Full Time	Part Time	Adjunct
Doctorate	0	0	1
Master's	9	0	10
Bachelor's	1	0	3
Associate's	2	1	4
High School	0	0	1



Troy Munhofen, Hank Miller, Zeke Brummels, Al Widrowicz, Carlton LeCount, Leland Henke, Sid Bad Moccasin, and Saundra Wilch (left to right)



Academic Dean Dr. Kristine Sudbeck presenting Hank Miller with the 2018 Faculty of the Year award. In the background President, Dr. Michael Oltrogge, Board of Directors Chairperson, Diane LaPoint, and Cheryl Kitto honoring this presentation

## Multiple Measures Updates And Advancing The Systems For Transitional Course Work

In the spring of 2018, the college adopted a policy change for student placement test requirements for incoming freshmen and transfer students. In the past only one form of assessment was used to place the student in appropriate academic courses. This change, effective in the 2018-2019 College Catalog, now uses multiple measures for placement. These include high school GPA, high school transcripts, years since high school graduation or GED completion, ACT or SAT scores, Accuplacer Next Generation test, ETS SuccessNavigator, and College transcript, including transfer course (if applicable). If you would like to see additional information about this NICC action please see the NICC 2018-2019 College Catalog page 25.



*Meetings at NICC are conducted amongst NICC's three campuses by Virtual Teleconference. Pictured at the Macy Campus are left to right: Zeke Brummels, Carlton LaCount, Dr. Kristine Sudbeck, and Lavonne Snake. On the screens in the background are South Sioux City Campus and Santee Campus*

## NICC Work On Learning Outcomes And Reducing Core Requirements For Graduation

Also in the Spring of 2018, changes were made in NICC institutional student learning outcomes (ILO's) and general education requirements. General education requirements were directly aligned to ILO's in order to better assess whether or not students have fulfilled all of the ILO competencies in a more detailed manner (see page 51 of the 2018-2019 NICC Catalog).

These changes also reduced the number of credits in the Associate of Arts degree (by 6 credits), the Associate of Arts in Science degree (by 2 credits), and the Associate of Applied Science degree (by 3 credits).



*Pictured Left to Right: Al Widrowicz, Dr. Kristine Sudbeck, Crystal Ross, Qudsia Hussaini, and Lavonne Snake*

### CARNEGIE AND THE MATH SEQUENCE

In November of 2017, five members of the staff attended the Carnegie TCU Fall Institute in Minneapolis. At that meeting, the process of revamping the math sequence was initiated. This was a follow-up of the initial meeting in San Francisco in July of 2017. Previously students who had deficient math skills were placed in a remedial course, which sometimes took them many semesters to pass. This hindered their progress in meeting the math graduation requirement in a timely manner. In the 2018 Spring semester, MATH1110 (Intermediate Algebra) became the first required math course for many NICC students. It consisted of Carnegie's Quantway (Quantitative Reasoning) course together with the Bridge (Algebra) component. Students with deficient skills were placed in a corequisite lab meeting twice a week for one credit. Additionally tutoring is also being offered for all students. The college's Statistics course was revamped and is now using the Statway component from Carnegie Pathways.



## New Wing And Green House

In 2016 Nebraska Indian Community College began to realize a goal that started in 2001. The first wing of the original Macy campus design was underway. The wing will be an accumulation of the annual USDA Rural Development grants from five years of funding and Title III funding. It will house a special room for archives, a new library, day-care, offices, study areas, and a new Adult Basic Education room. This addition will allow NICC to continue to grow programs and create spaces for faculty and students to work and study.



NICC entered a contract with Whispering Roots in Spring 2018 and the construction of an aquaponics system at the Macy Campus is under way. Aquaponics is the combination of aquaculture (raising fish) and hydroponics (the soil-less growing of plants) that grows fish and plants together in one integrated system. It will be operational in Spring 2019.

*This is the new wing added to the Macy campus that is in its final phases of completion. It extends north of the original building*



*Contractors pour the footer for the aquaponics building at Macy Campus*

### Board of Directors

Diane LaPointe, Chairperson, Santee Sioux Nation  
Cheryl Kitto, Member, Santee Sioux Nation  
Mary Lou Mitchell, Member, Omaha Nation  
Wynema Morris, Vice Chairperson, Omaha Nation  
Linda Robinson, Member, Omaha Nation  
Danielle LaPointe, Member, Santee Sioux Nation

### Administration

Michael Oltrogge, PhD, President  
Kristine Sudbeck., PhD, Academic Dean  
Dawne Price, BS, Dean of Student Services (Macy)  
Justin Kocian, AAS, Information Technology Director (South Sioux City)  
Human Resources Director (South Sioux City)  
Paul Fowler, BSW, Workforce Development Director (South Sioux City)  
Michael Berger, BA, Grant Writer (Macy)  
Shona Campbell, BS, Interim Business Office Director (Macy)  
Jim Hallum, AS, Extension Program Director (Santee)  
Joe Harlan, Mentor (Macy)

### Faculty

Sidney Bad Moccasin III, BA, Dakota Language (Santee)  
Zeke Brummels, MA, General Liberal Arts (Macy)  
Winona (Hawatay) Caramony, AA, Omaha Language (Macy)  
Bryan James Gordon, Doctoral Student, Language Curriculum Specialist (Macy)  
Jackie Hahn, MA, Early Childhood Education (South Sioux City)  
Leland Henke, MS, MSE, Business (Santee)  
Carlton LeCount, MA, Native American Studies (Macy)  
Hank Miller, MS, Math & Science (Santee)  
Jerome Proctor, MBA, Entrepreneurship (Santee)  
Kodi Urquidi, AAS, Carpentry (Macy)  
Dasha Weatherman, MS, Math & Science (South Sioux City)

### Adjuncts

Stacy Brasch, Tricia Connors, Kristine Earth, Misty Frazier, Dawn Hair, Qudsia Hussaini, Devin Lingle, Wynema Morris, Terry Medina, Kathy Mohlfeld, Dwight Nelson, Stephanie Norton-McDonald, Patti Page, Lavonne Snake, Dusti Storm, Doug Widow, Al Widrowicz

### Staff

Debra Coffman, Maintenance Manager (Santee)  
Terri Grant-Wabasha, AA, Student Services Advisor (Santee)  
Vanessa Hamilton, BA, Accounts Receivable/Student Billing (Macy)  
Wanda Henke, MA, Library Director (Santee)  
Troy Munhofen BS, Registrar (Macy)  
Nicole Parker, MSE, MLF, Recruitment and Retention Specialist (South Sioux City)  
Alvin Parker, BS, Student Services Advisor (South Sioux City)  
Marcia Robertson, AA, Financial Aid Advisor (Macy)  
Crystal Ross, AA, Student Services Advisor (Macy)  
Chello Sherman MFA, Alpha II, GED Instructor (Macy)  
James Shrock, BA, Accounts Contractor (Macy)  
Falon Torrez, AA, Accounts Payable (Macy)  
Susan Tyndall, AA, Librarian (Macy)  
Chris Walker, Maintenance Manager (Macy)  
Saundra Wilch, MPA, Vocational Counselor (South Sioux City)

## Financials

	From 7/01/2015 to 06/30/2016 Period Actual	From 7/01/2016 to 06/30/2017 Period Actual	From 7/01/2017 to 06/30/2018 Period Actual
<b>Revenues</b>			
Grant and Contract Revenue	\$ 94,370	\$ 352,003	\$ 224,552
Tribal Appropriations	726,920	805,720	750,840
Tuition and Fees	473,745	418,024	504,589
Less Tuition Waivers	(383,261)	(652,209)	(154,107)
Investment/Interest Income	2,087	9,102	8,821
Donations Income	74,517	18,604	35,802
Miscellaneous Income	68,655	23,666	104,482
<b>Total Revenues</b>	<b>\$ 1,057,033</b>	<b>\$ 974,910</b>	<b>\$ 1,474,979</b>
<b>Expenditures</b>			
Salaries	\$ 328,545	\$ 433,080	\$ 322,517
Payroll Expenses	47,681	94,871	58,613
Contract Labor/Consulting	177,380	202,687	118,004
Books and Institutional Supplies	64,232	67,370	56,686
Utilities/Telephone	81,084	95,139	81,399
Bad Debt Expense	65,852	3,556	653
Maintenance and Repairs	67,103	44,933	70,890
Conferences and Conventions	12,657	19,289	10,126
Marketing and Recruitment	83,064	49,230	11,963
Office Expense	37,608	37,966	27,247
Dues and Subscriptions	32,056	56,359	26,899
Insurance	94,680	75,244	65,034
Travel	106,270	95,176	41,675
Board Expenses	48,281	46,038	25,164
Vehicle Expense	37,755	20,234	7,103
Capital Outlay	103,986	3,222	149
Miscellaneous	15,954	27,256	5,855
Interest and Penalties	677	851	404
<b>Total Expenditures</b>	<b>\$ 1,404,865</b>	<b>\$ 1,372,501</b>	<b>\$ 930,381</b>



## **Thank You For Your Support!**

Those who have supported NICC during 2018 include:

### **Individual Donations**

Michael Berger, Jeffery Brill, Ezechiel Brummels, Debera Coffman, Rich Dudley, David Frazier, Terri Grant, Jackie Hahn, James (Jim) Hallum, Joseph Harlan, Leland Henke, Wanda Henke, Ted and Marry Hunt, Justin Kocain, Dr. Scott and Donna Langston, Terrance Medina, Hank Miller, Troy Munhofen, Michael Oltrogge, Kristan Oltrogge, Dawne Price, Jerome Proctor, Anjanette RedOwl, Marcia Robertson, Kristine Sudbeck, Susan Tyndall, Robyn Tait, DeWayne Wabasha, Dasha Weatherman, Saundra Wilch-Tweten, William Wegener

### **Corporations**

American Indian College Fund, AmazonSmiles, Avery Brothers LLC, Big Frig, Great West Casualty, Jackson Recovery Center, Omaha Tribe of Nebraska and Iowa, Ponca Tribe of Nebraska, TransCanada, The Synod of Lakes and Prairies - Presbyterian Church, Shakopee Mdewankanton Sioux Community,

### **Grant Funding**

Administration for Children and Families  
American Indian College Fund  
National Aeronautics and Space Administration  
National Science Foundation  
Nuclear Regulatory Commission  
Shakopee Mdewakantonwan Sioux Community  
Sherwood Foundation  
United States Department of Agriculture  
United States Department of Education